

2014-2015

Educational Equity Review

**On-Site Manual
for
School Districts**

Division of Learning and Results
Bureau of School Improvement
Iowa Department of Education
400 E. 14th Street
Grimes State Office Building
Des Moines, IA 50319-0146

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State of Iowa

Department of Education

Grimes State Office Building
400 E. 14th Street
Des Moines, IA 50319-0146

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It is the policy of the Iowa Department of Education not to discriminate on the basis of race, creed, color, sexual orientation, gender identity, national origin, sex, disability, religion, age, political party affiliation, or actual or potential parental, family or marital status in its programs, activities, or employment practices as required by the Iowa Code sections 216.9 and 256.10(2), Titles VI and VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d and 2000e), the Equal Pay Act of 1973 (29 U.S.C. § 206, et seq.), Title IX (Educational Amendments, 20 U.S.C. §§ 1681 – 1688), Section 504 (Rehabilitation Act of 1973, 29 U.S.C. § 794), and the Americans with Disabilities Act (42 U.S.C. § 12101, et seq.). If you have questions or complaints related to compliance with this policy by the Iowa Department of Education, please contact the legal counsel for the Iowa Department of Education, Grimes State Office Building, 400 E. 14th Street, Des Moines, IA 50319-0146, telephone number: 515-281-5295, or the Director of the Office for Civil Rights, U.S. Department of Education, Citigroup Center, 500 W. Madison Street, Suite 1475, Chicago, IL 60661-4544, telephone number: 312-730-1560, FAX number: 312-730-1576, TDD number: 877-521-2172, email: OCR.Chicago@ed.gov.

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<p><u>Source</u></p>	<p style="text-align: center;">Section I: Administrative Requirements</p> <p>The following section assesses the district's compliance with the process requirements of Title IX of the Education Amendments of 1972 (Gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (Disability), and the Office of Civil Rights Guidelines of 1979 for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap in Vocational Education Programs. The process requirements include the adoption of non-discrimination / equity-related policies, the assignment of an equity coordinator, the adoption and implementation of a civil rights-related grievance procedure and requirements to notify students, staff, parents, and community members.</p> <p>A policy of non-discrimination represents the district's commitment to equity. It provides documentation that the district is committed to provide educational opportunities for all its students.</p> <p>The grievance procedure provides a fair and timely process for addressing grievances related to the policy. It must be clearly delineated and communicated to staff, to students, and to parents. One of the responsibilities of the equity coordinator is to facilitate the grievance process.</p> <p>The role of the equity coordinator is to coordinate the district's efforts to comply with equity-related requirements. Not only must the coordinator be assigned, but there must be evidence that the coordinator is functioning proactively, not just responding to complaints. It is important that coordinator's equity responsibilities be reflected in his/her job description and evaluation.</p> <p>The law requires that students, staff, parents, and community members be informed about the non-discrimination policy, the identity and contact information for the equity coordinator, and information about the grievance procedure on an on-going basis. This information must be disseminated to all stakeholders in a school district through the community newspaper, the district's major annual publications, and the district's website. Major publications include: student, parent, staff, and coaches' handbooks; registration handbooks and course descriptions; major plans and reports of the school district such as the Annual Progress Report and the School Improvement Plan; and district brochures. One of the responsibilities of the equity coordinator is to monitor district documents and the website to ensure that the notifications are consistent and current.</p>
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	Non-Discrimination Policy
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Programs: Document Review Checklist 9.b Employment: Document Review Checklist 1.i	1. Board has adopted a non-discrimination policy for programs and employment ___ Yes ___ No a. Policy covers race ___ Yes ___ No b. Policy covers color ___ Yes ___ No c. Policy covers national origin ___ Yes ___ No d. Policy covers gender ___ Yes ___ No e. Policy covers disability ___ Yes ___ No f. Policy covers age (required for employees only) ___ Yes ___ No g. Policy covers religion ___ Yes ___ No h. Policy covers creed ___ Yes ___ No i. Policy covers sexual orientation ___ Yes ___ No j. Policy covers gender identity ___ Yes ___ No k. Policy covers marital status ___ Yes ___ No (required for program / students only) l. Policy covers socioeconomic status ___ Yes ___ No (required for program / students only)
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	<p><u>Non-Discrimination Policy Issues</u></p> <p>The law requires districts to have board-adopted policy statements on non-discrimination in programs and in employment. The policies are required to cover the protected classes included in the checklists above. The policies must be adopted by the school board and must be included in the official Board Policy Book. The policies should be reviewed and revised or reaffirmed every five (5) years per Chapter 12 requirements.</p> <p>Comments:</p>
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	Designation of Coordinator(s)
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Document Review Checklist 9.b and Equity Coordinator Interview	2. The agency has designated employee(s) to coordinate district's activities related to the following federal and state equity requirements:
	a. Title IX Coordinator (gender equity) <input type="checkbox"/> Yes <input type="checkbox"/> No
	b. Section 504 / ADA Coordinator (disability equity) <input type="checkbox"/> Yes <input type="checkbox"/> No
	c. Title VI (race and national origin equity) <input type="checkbox"/> Yes <input type="checkbox"/> No
	d. Equal employment opportunity / Affirmative Action <input type="checkbox"/> Yes <input type="checkbox"/> No
	Current Coordinator(s):
	Name A. _____ B. _____
	Position A. _____ B. _____
	Phone A. _____ B. _____

Document Review Checklist 9. b	3. There is documented evidence to show that the coordinator(s) is (are) active and functioning. <input type="checkbox"/> Yes <input type="checkbox"/> No
C-Plan (L.)	<p>This evidence includes the following:</p> <ul style="list-style-type: none"> a. Job description(s) that include equity responsibilities <input type="checkbox"/> Yes <input type="checkbox"/> No b. Communication with administrators <input type="checkbox"/> Yes <input type="checkbox"/> No c. Communication with staff <input type="checkbox"/> Yes <input type="checkbox"/> No d. Communication with students <input type="checkbox"/> Yes <input type="checkbox"/> No e. Communication with parents <input type="checkbox"/> Yes <input type="checkbox"/> No f. Reports to school board <input type="checkbox"/> Yes <input type="checkbox"/> No g. Agendas and minutes of SI Advisory Committee and/or the Equity Committee <input type="checkbox"/> Yes <input type="checkbox"/> No h. Information on district website <input type="checkbox"/> Yes <input type="checkbox"/> No i. Documentation of processed grievances <input type="checkbox"/> Yes <input type="checkbox"/> No j. Documentation of annual review and distribution of disaggregated attendance center, course, program enrollment, and extracurricular activity data <input type="checkbox"/> Yes <input type="checkbox"/> No k. Diversity on advisory committees <input type="checkbox"/> Yes <input type="checkbox"/> No l. Equity-related professional development <input type="checkbox"/> Yes <input type="checkbox"/> No

	<p><u>Designation of Coordinators Issues:</u></p> <p>Title IX, Section 504 / ADA, and the Iowa administrative rules on equal employment opportunity and affirmative action all require the district to designate an employee to coordinate the agency's activities to comply. An agency may have a different coordinator for each law or consolidate the responsibilities under one employee. We encourage many small- and medium-sized districts to have no more than two (2) coordinators: one for employment and one for program. The coordinator(s) must be interviewed during the on-site visit. Usually it will be evident if they are aware of their responsibilities and actively functioning. Major annual publications must include the name, phone number / e-mail address for the coordinator(s). Interviews with staff, parents, and students will show whether they are aware of the identity of the coordinator(s) and their responsibilities. If the coordinator has been active, there should be visible and documented evidence of that activity.</p> <p>Comments:</p>
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	Grievance Procedure
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Document Review Checklist 9.b	<p>4. There is a grievance procedure for processing complaints of discrimination based upon:</p> <table style="width: 100%;"> <tr> <td style="width: 60%;">a. Gender</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>b. Disability</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>c. Race and color</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>d. National origin and language</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>e. Religion and creed</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>f. Age</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>g. Marital and parental status</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>h. Sexual orientation and gender identity</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> </table>	a. Gender	___ Yes ___ No	b. Disability	___ Yes ___ No	c. Race and color	___ Yes ___ No	d. National origin and language	___ Yes ___ No	e. Religion and creed	___ Yes ___ No	f. Age	___ Yes ___ No	g. Marital and parental status	___ Yes ___ No	h. Sexual orientation and gender identity	___ Yes ___ No
a. Gender	___ Yes ___ No																
b. Disability	___ Yes ___ No																
c. Race and color	___ Yes ___ No																
d. National origin and language	___ Yes ___ No																
e. Religion and creed	___ Yes ___ No																
f. Age	___ Yes ___ No																
g. Marital and parental status	___ Yes ___ No																
h. Sexual orientation and gender identity	___ Yes ___ No																

Document Review Checklist 9.b	<p>5. The grievance procedure covers:</p> <table style="width: 100%;"> <tr> <td style="width: 60%;">a. Students</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>b. Parents</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>c. Employees</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> <tr> <td>d. Applicants for employment</td> <td style="text-align: right;">___ Yes ___ No</td> </tr> </table>	a. Students	___ Yes ___ No	b. Parents	___ Yes ___ No	c. Employees	___ Yes ___ No	d. Applicants for employment	___ Yes ___ No
a. Students	___ Yes ___ No								
b. Parents	___ Yes ___ No								
c. Employees	___ Yes ___ No								
d. Applicants for employment	___ Yes ___ No								

Document Review Checklist 9.b	<p>6. The civil rights grievance procedure includes a provision for an impartial third party hearing for disability-based grievances when the internal findings on actions regarding the identification, evaluation, or educational placement of a student with a disability, who does not have an I.E.P. is believed to need adjustments to instruction or related services are appealed under Section 504.</p> <p>___ Yes ___ No</p>
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Document Review Checklist 25	<p>7. The grievance procedure is published in:</p> <p>a. Staff handbooks ___ Yes ___ No</p> <p>b. Student / parent handbooks ___ Yes ___ No</p> <p>c. The district website ___ Yes ___ No</p>
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Document Review Checklist 9.b	<p>8. The grievance procedure(s) have been adopted by the Board of Education.</p> <p>___ Yes Policy No. _____ ___ No</p>
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Interview	<p>9. Grievance forms and instructions for filing grievances are available:</p> <p>a. At the central office ___ Yes ___ No</p> <p>b. At each attendance center ___ Yes ___ No</p> <p>c. On the district website ___ Yes ___ No</p>
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Equity Document Review Checklist 51	<p>10. Grievances have been filed in the past year on the basis of:</p> <p>a. Gender / sexual harassment ___ Yes ___ No</p> <p>b. Race / color ___ Yes ___ No</p> <p>c. National origin / language / ancestry ___ Yes ___ No</p> <p>d. Sexual orientation / gender identity ___ Yes ___ No</p> <p>e. Physical / mental disability ___ Yes ___ No</p> <p>f. Religion / creed ___ Yes ___ No</p> <p>g. Age ___ Yes ___ No</p> <p>h. Marital / parental status ___ Yes ___ No</p> <p>i. Socioeconomic status ___ Yes ___ No</p> <p>j. Political affiliation / beliefs ___ Yes ___ No</p> <p>k. Physical attributes ___ Yes ___ No</p> <p>Issues:</p>
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	Notification
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Document Review Checklist 24 and 25	<p>11. Notification of the non-discrimination policy is found in the following documents:</p> <p>a. Staff handbooks ___ Yes ___ No</p> <p>b. Student / parent handbooks ___ Yes ___ No</p> <p>c. Coaches' handbooks ___ Yes ___ No</p> <p>d. High school course description / Registration handbooks ___ Yes ___ No</p> <p>e. Activities handbooks ___ Yes ___ No</p> <p>f. Annually in the newspaper, newsletter or website ___ Yes ___ No</p> <p>g. District website (on the home page or linked to the home page) ___ Yes ___ No</p> <p>Notification is current and consistently worded in the documents. ___ Yes ___ No</p>

Document Review Checklist 24 and 25	<p>12. The coordinator(s)'s name(s) and contact information is included along with the non-discrimination policy in the following:</p> <p>a. Staff handbooks ___ Yes ___ No</p> <p>b. Student / parent handbooks ___ Yes ___ No</p> <p>c. Coaches' handbooks ___ Yes ___ No</p> <p>d. High school course description / Registration handbooks ___ Yes ___ No</p> <p>e. Activities handbooks ___ Yes ___ No</p> <p>f. Annually in the newspaper, newsletter or website ___ Yes ___ No</p> <p>g. District website (on the home page or linked to the home page) ___ Yes ___ No</p> <p>Coordinator(s)'s name(s) and contact information is (are) stated consistently. ___ Yes ___ No</p>

Document Review Checklist 24 and 25	<p>13. The following documents include information about the civil rights-related grievance procedure along with the non-discrimination policy and the identity and contact information for the equity coordinator(s):</p> <p>a. Staff handbooks ___ Yes ___ No</p> <p>b. Student / parent handbooks ___ Yes ___ No</p> <p>c. Coaches' handbooks ___ Yes ___ No</p> <p>d. High school course description / Registration handbooks ___ Yes ___ No</p> <p>e. Activities handbooks ___ Yes ___ No</p> <p>f. Annually in the newspaper, newsletter or website ___ Yes ___ No</p> <p>g. District website (on the home page or linked to the home page) ___ Yes ___ No</p> <p>Notification is current and consistently worded in the documents. ___ Yes ___ No</p>
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	<p>Notification Issues:</p> <p>Federal laws (Title IX and Section 504) require that the agency use effective methods to inform parents, employees, students, and applicants for employment, of the non-discrimination policy, the identity, and contact information for the equity coordinator, and information about the grievance procedure and how it can be accessed. This is to be done on an annual and on-going basis. Major annual publications distributed by the school and the district's website must include this information. Notifications must be current and consistent. Notification should be on the website homepage or linked to the homepage.</p> <p>Comments:</p>
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	Harassment, Bullying, and Discipline
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Document Review Checklist 1.c	<p>14. The school board has adopted a set of policies covering student responsibilities and behavior (discipline policy). ___ Yes ___ No</p>
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Interview	<p>15. All expectations for student behavior, along with the penalties for violating them, are communicated clearly to students, to parents, and to employees. ___ Yes ___ No</p>
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	If yes, briefly describe how this is done:
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EdInsight Equity Report and Interview	<p>16. The district collects and analyzes data on suspensions and expulsions on the basis of:</p> <p>a. Type of suspension or expulsion ___ Yes ___ No</p> <p>b. Gender ___ Yes ___ No</p> <p>c. Racial / ethnic background ___ Yes ___ No</p> <p>d. Disability ___ Yes ___ No</p>
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EdInsight Equity Report and Interview	<p>17. The demographics of the students suspended and expelled from the school district reflect those of the total student population in terms of race, national origin, gender, and disability.</p> <p>a. Gender ___ Yes ___ No</p> <p>b. Racial / ethnic background ___ Yes ___ No</p> <p>c. Disability ___ Yes ___ No</p> <p>d. Socioeconomic status ___ Yes ___ No</p> <p>If the answer is no, the administration has initiated a review of disciplinary policies and practices to ensure that they are not contributing to the disparity. ___ Yes ___ No</p>
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Document Review Checklist 1.e and Protected Classes Chart	<p>18. The school board has adopted a policy on harassment, bullying, and hazing. Board Policy # _____ ___ Yes ___ No</p> <p>The policy covers the following actual or perceived characteristics:</p> <p>a. Race ___ Yes ___ No</p> <p>b. Color ___ Yes ___ No</p> <p>c. National origin ___ Yes ___ No</p> <p>d. Sex ___ Yes ___ No</p> <p>e. Age ___ Yes ___ No</p> <p>f. Religion ___ Yes ___ No</p> <p>g. Creed ___ Yes ___ No</p> <p>h. Sexual orientation ___ Yes ___ No</p> <p>i. Gender identity ___ Yes ___ No</p> <p>j. Marital and parental status ___ Yes ___ No</p> <p>k. Physical attributes ___ Yes ___ No</p> <p>l. Physical or mental ability or disability ___ Yes ___ No</p> <p>m. Ancestry ___ Yes ___ No</p> <p>n. Political party preference ___ Yes ___ No</p> <p>o. Political beliefs ___ Yes ___ No</p>
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	<p>p. Socioeconomic status _____ Yes _____ No</p> <p>q. Familial status _____ Yes _____ No</p>
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Document Review Checklist 1.e	<p>19. The policy defines harassment, bullying, and hazing. _____ Yes _____ No</p>
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Document Review Checklist 1.e	<p>20. The policy covers each of the following:</p> <p>a. Students _____ Yes _____ No</p> <p>b. Employees (staff) _____ Yes _____ No</p> <p>c. Volunteers _____ Yes _____ No</p>
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Document Review Checklist 1.e	<p>21. The policy includes “retaliation” and “false accusation” clauses. _____ Yes _____ No</p>
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Document Review Checklist 1.e	<p>22. The policy describes the procedure for reporting an act of harassment or bullying. _____ Yes _____ No</p>
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Document Review Checklist 1.e	<p>23. The policy identifies by job title, the school official responsible for ensuring that the policy is implemented. _____ Yes _____ No</p>
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Document Review Checklist 1.e	<p>24. The policy describes the procedure for prompt investigation of complaints, either identifying the school superintendent or the superintendent’s designee as the individual responsible for conducting the investigation. _____ Yes _____ No</p>
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Document Review Checklist 25	<p>25. There is clear communication of the harassment, bullying, and hazing policy in:</p> <p>a. Student handbooks _____ Yes _____ No</p> <p>b. Staff handbooks _____ Yes _____ No</p> <p>c. Parent handbooks _____ Yes _____ No</p> <p>d. Coaches’ handbooks _____ Yes _____ No</p> <p>e. District website _____ Yes _____ No (e.g., link on the home page)</p>
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Document Review Checklist 1.e	26. The district has developed and maintains a system to collect bullying and harassment incidence data. <div style="text-align: right;">___ Yes ___ No</div>
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State Anti-Bullying Data Base	27. The district has submitted to the state data collection system over the past year. <div style="text-align: right;">___ Yes ___ No</div>
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State Anti-Bullying Data Base and Iowa Youth Survey data found in EdInsight School Improvement Data Report	28. The data submitted indicated _____ number of incidents over the past year. Is this commensurate with the most recent Iowa Youth Survey data which reflected _____ percent of students who answered the majority of questions in each construct with positive responses? <div style="text-align: right;">___ Yes ___ No</div>
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Interview	29. Staff has received training on how to prevent and to respond to harassment, bullying, and hazing of staff and students. <div style="text-align: right;">___ Yes ___ No</div> Describe dates and type of training provided:
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Interview	30. Administrative staff has received training on the district's grievance procedure and strategies for investigating complaints of harassment from staff and students. <div style="text-align: right;">___ Yes ___ No</div> Describe the training:
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	<p>Harassment, Bullying, and Discipline Issues:</p> <p>The law requires that the rules be equitable for all students and that they be applied consistently to all groups. Punishments for violating rules are to be generally consistent for all students. Dress codes do not have to be the same for both males and females, but they must set equitable standards for both genders. If expulsion and suspension rates are significantly higher for one group, the district should review the policies and</p>
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	<p>practices of the district to ensure that they are being applied equitably and are culturally sensitive.</p> <p>Due to hate- and bias-related laws and crimes in Iowa, it is important that discipline policies in student / staff handbooks, make it clear that harassment of students because of gender, race, national origin, disability, religion, age, gender identity, marital / parental status, socioeconomic status, political beliefs, or sexual orientation will not be tolerated. District staff may need training on how to deal with harassment, and parents, students, and staff will need direction and information on how to report incidents of harassment.</p> <p>Comments:</p>
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	<p style="text-align: center;">Section II: Recruitment, Admissions and Counseling</p> <p>The following sub-sections address information to be disseminated to the appropriate counselors and teachers, actions they take to target information about their programs to students, and to recruit underrepresented students into their courses and programs. The equity coordinator(s) should be responsible to ensure that this process occurs and that staff is able to speak to the results.</p> <p>Enrollment patterns are to be collected and reviewed on the basis of gender, racial / ethnic background and disability to monitor student integration and inclusion and to ensure that the district's educational programs are effectively serving all students.</p> <p>Comments:</p> <p>.</p>
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	<p>Segregation and Integration of Students</p> <p>This section is concerned with integration of students in buildings and instructional programs. Gender segregation, racial isolation, and disability isolation do not constitute a violation of law in and of themselves. When these conditions exist, the district is required to do a review of its policies and practices to ensure that they are not contributing to the isolation or to the segregation. In addition, steps must be taken by counselors and teachers to recruit students into the course, the program, or the activity.</p>
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Document Review Checklist 9.a and Interview	<p>31. There is a process in place to annually review and to analyze enrollment data on the basis of race, national origin, gender, and disability to monitor the integration of students in:</p> <p>a. Buildings <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Programs <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Courses <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Document Review Checklist 9.a and Interview	<p>32. The district annually collects and analyzes disaggregated, attendance center, program, and course enrollment data on the basis of:</p> <p>a. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Racial / ethnic background <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>List the name and position of person(s) responsible for coordinating and documenting this process:</p>
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EdInsight Equity Report and Student Information Management System	<p>33. The above data were available at the time of the educational equity review.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interviews	<p>34. This information has been disseminated to counselors and to the appropriate teachers.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interviews	<p>35. Counselors and appropriate teachers have documented steps they are currently taking to target information about programs or courses to groups of students underrepresented in programs or courses and to recruit them into the programs or courses. (Also see Item 47, Page 16).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Describe steps taken:</p>
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Interviews	36. Isolated, segregated, or typed buildings, programs, and courses have been identified by the district. ___ Yes ___ No
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EdInsight Equity Report Interview	37. List the buildings identified as having: a. Racial / ethnic isolation: b. Socioeconomic isolation: c. Disability isolation:
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Interview	38. If the district maintains racially isolated attendance centers, the school board has adopted a desegregation / diversity plan or is implementing affirmative steps to integrate attendance centers. ___ Yes ___ No If yes, attach a copy of the plan or describe the affirmative steps being taken. If no, indicate where the district is in the process of addressing this issue.
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Interview	39. Steps are taken to ensure that information about all district programs / services is provided to students and to parents in the primary language of the home. a. Elementary school(s) ___ Yes ___ No b. Middle / junior high school(s) ___ Yes ___ No c. High school(s) ___ Yes ___ No If yes, briefly describe how this is done:
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	Course Enrollment Trends
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EdInsight Equity Report and Student Information Management System	40. The district identified the following programs or courses as being either segregated or over- / underrepresented (by definition) on the basis of gender, race, national origin, and/or disability. Refer to the "Issues" at the end of this section. (List only those courses with segregated and/or over- / underrepresented enrollments).

	Program / Courses	Gender	Race	National Origin	Disability
	Agricultural Education				
	Health Occupations Education				
	Industrial Technology				
	Business Education				
	Marketing Education				
	Family & Consumer Sciences				

	<p>Course Enrollment Trends Issues:</p> <p>This section will assist the team in assessing the level of integration and inclusion in the district's schools and programs and whether the district has met its obligation to review program enrollment policies and practices when segregation or isolation exists. It will be necessary to examine registration handbooks, course descriptions, program brochures, course announcements, and targeted audiences. Activities by instructors or counselors to ensure that students make informed choices about programs should be reviewed. Language, illustrations, content, and course titles which imply course or programs are not for everyone, or which are not inclusive of all groups, are to be viewed with skepticism. Encouragement to enroll should be targeted to students who have traditionally been underrepresented in the programs.</p> <p>Class schedules should be reviewed to see if they limit access of certain groups of students (e.g., minority, English language learners, special education, males or females) to various career and technical programs or other course offerings. Course objectives should reflect multicultural and gender-fair instructional approaches.</p> <p>Where enrollment criteria have a disparate impact on one gender, a racial group, or persons with disabilities, it is important that the district be able to show these criteria are directly related to success in the program. In reviewing this issue, look at prerequisites for getting into a program, both academic and experiential, as well as any numerical quotas or goals other than those established for affirmative action purposes.</p> <p>All programs and classes must be open to all students regardless of gender, race, national origin, or disability. Practices that result in the grouping of students by race, national origin, gender, or disability within classes are also illegal. For the purposes of the educational equity review, segregated is defined as the following:</p>
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	<p><u>Gender</u>: More than eighty percent (80%) of the enrollment in a class, program, or activity is either male or female.</p> <p><u>Race</u>: The percentage of minority students in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of minority students in the school or the district.</p> <p><u>English language learner</u>: The percentage of English language learners in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of English language learners in the school or the district.</p> <p><u>Disability</u>: The percentage of students with a disability in a class, program, or activity is more than ten percentage points (10%) greater or less than the percentage of students with a disability in the school or the district.</p> <p>If a group of students is involved predominantly in one or two career and technical education programs when there are four or five offered, it would be appropriate to check if any tracking of students is occurring. Students with disabilities are to be served in the least restrictive way possible. Program modifications are to be made to allow involvement of limited English proficiency students as well.</p> <p>If programs and policies have been reviewed, there should be evidence that teachers, counselors, and administrators are aware of the enrollment trends. There should also be evidence that staff members are taking on-going steps to recruit students who have not been involved.</p> <p>Comments:</p>
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	School Counseling
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Interview	<p>41. Counselors have direct access to course and program enrollment data disaggregated on the basis of gender, disability, and racial / ethnic background.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Document Review Checklist 11	<p>42. The school counseling program includes the components that prepare students for living and working in a diverse society.</p> <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, please describe:</p>
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Document Review Checklist 9.a and Interviews	<p>43. School counselors are involved in the annual review of program and course enrollments and involvement in extracurricular activities to monitor the degree of integration and inclusion on the basis of:</p> <p>a. Race <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. National origin (limited English proficiency) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. Socioeconomic status <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>44. Where segregation occurs in classes and/or activities on the basis of race, national origin, gender, or disability, a review of counseling practices related to those classes and activities has been implemented. (See Equity Data Table).</p> <p>a. Race <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. National origin (limited English proficiency) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. Socioeconomic status <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Briefly describe this review:</p>
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Interview	<p>45. Where segregation or isolation occurs in courses or programs, steps have been taken by the counselor to target information at students from previously under-involved groups.</p> <p>a. Race <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. National origin (limited English proficiency) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. Socioeconomic status <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>Briefly describe these steps:</p>
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Interview	<p>46. All students have equitable access to counseling services regardless of their:</p> <p>a. Race <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Gender <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Disability <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. National origin (limited English proficiency) <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>e. Socioeconomic status <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interviews Document Review Checklist 11	47. Adequate records are kept to determine whether all students are being served and data is collected to document programming. ____ Yes ____ No
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High School Course Handbook/Regis- tration Guide under Reference Documents on page 1 of Document Review Checklist	48. Accurate and up-to-date course descriptions exist. ____ Yes ____ No
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Interview	49. Course descriptions are available to prospective students, including limited English-speaking students and students with disabilities, prior to and during registration. ____ Yes ____ No
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High School Course Handbook/Regis- tration Guide under Reference Documents on page 1 of Document Review Checklist	50. Course descriptions clearly include: a. Knowledge and skills to be learned ____ Yes ____ No b. How the knowledge and skills are related to potential careers or quality of life. ____ Yes ____ No
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High School Course Handbook/Regis- tration Guide under Reference Documents on page 1 of Document Review Checklist	51. There is language in course and program descriptions that encourages the participation of students in career and technical courses and programs where their group has been under-represented. a. Gender ____ Yes ____ No b. Racial / ethnic background ____ Yes ____ No c. National origin (English language learners) ____ Yes ____ No d. Persons with disabilities ____ Yes ____ No
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Interview	<p>52. CTE course scheduling structures provide equitable access to all educational programs and courses to:</p> <p>a. Males and females <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Diverse racial / ethnic groups <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Persons with disabilities <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>d. English language learners <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Reference Documents on page 1 of Document Review Checklist	<p>53. Course schedules are free of prerequisites that appear to unnecessarily serve as barriers to student enrollment.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Document Review Checklist 18.a.1	<p>54. The professional development activities of the district include activities that:</p> <p>a. Prepare staff to work effectively with diverse learners <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Prepare staff to implement multicultural, gender-fair approaches to the educational program <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	<p>School Counseling Issues:</p> <p>Counseling brochures, materials, tests, and techniques are to be free of stereotyping in language, content, and illustration. Check to see if the counselor keeps any kind of records, which would allow them to identify students who are not using the counseling program. Do counselors have direct access to course and program enrollment disaggregated by gender, racial / ethnic background, or disability? Where gender, race, or disability segregation is occurring, counseling materials and practices need to be reviewed to ensure that they are not contributing to this segregation. To keep abreast of this, it is necessary for counselors to review program enrollments, course enrollments, and involvement in extracurricular activities on a periodic basis.</p> <p>Comments:</p>
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Section III: Accessibility

The following sections deal with access and integration issues. Federal and state legislation speak to the need of physical access to a quality education for all children. Topics within this section deal with specific student populations that have historically been denied equal access, thus resulting in inequitable opportunities to be successful.

Accessibility Self Study

55. The district has completed periodic self-evaluations of the accessibility of its programs and facilities to students, to staff, to parents, and to community members with disabilities.

___ Yes ___ No

Date of the most recent review: _____

If yes, the results of that self-evaluation are available for review.

___ Yes ___ No

Accessibility Self Study

56. There is a written plan, which describes how the programs and services in those buildings or areas of buildings that still remain inaccessible are made available to students, to staff, to parents and to community members with disabilities. .

___ Yes ___ No

Accessibility of Physical Facilities and Education Programs Issues:

Districts have a responsibility to ensure equitable access to instructional facilities for all students. In the case of students with a physical disability or mobility impairment, facilities must be such that the student can enter a building or room without assistance from others. Buildings and areas are to be accessible even though there may not be any students or employees with disabilities at the present time.

Since all programs and services are to be accessible, the district must think about activities held in the building where patrons (e.g., parents and community persons) and employees with mobility impairments would be denied access because of architectural barriers. All districts have students who are temporarily disabled from time to time, and persons with mobility impairments (i.e., parents, grandparents) may avoid district programs or services if they are inaccessible.

Section 504 requires program accessibility for all buildings. However, any building built after 1977 or renovated after that date must meet the required standards of accessibility. The standards that determine accessibility will vary depending on the date of the facility's construction and/or renovation as shown in the table below. It is important for a district to understand its responsibility to ensure that architects and

	contractors are aware of the need to remove architectural barriers to provide access to all stakeholders.
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	<p style="text-align: center;">Summary of Accessibility Compliance Standards by Date</p> <p>If facilities (or parts of facilities) commenced construction / alteration before June 4, 1977, programs must be readily accessible according to Section 504.</p> <p>If facilities (or parts of facilities) commenced construction / alteration between June 4, 1977 and January 17, 1991, they must be compliant with ANSI standards, A117.1 – 1961 (R 1971).</p> <p>If facilities (or parts of facilities) commenced construction / alteration between January 18, 1991 and January 26, 1992, the facility must comply with UFAS standards. If facilities (or parts of facilities) commenced construction / alteration on or after January 27, 1992, the facility must comply with either UFAS or 1991 AAG standards (sub-recipient must choose one set of standards for each facility)</p> <p>If construction or alteration of a facility (or part of a facility) began between September 15, 2010 and March 14, 2012, under the Title II regulation, the facility must comply with the UFAS standards, the 1991 ADA standards, or the 2010 standards (but the sub-recipient must choose one set of standards for the whole facility).</p> <p>If construction or alteration of a facility (or part of a facility) began on or after March 15, 2012, under the Title II regulation, the facility must comply with the 2010 ADA standards.</p> <p>UFAS and ADAAG standards are available on-line at: http://www.access-board.gov.</p> <p>Comments:</p>
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	<p style="text-align: center;">Section IV: Comparable Facilities</p> <p>This section addresses the requirement that school districts must provide changing rooms, showers, and other facilities for students of one sex that are comparable to those provided to students of the other sex. Such facilities must be adapted or modified to the extent necessary to make the career and technical education program readily accessible to persons with disabilities.</p>
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Accessibility Tour	57. Locker rooms, changing rooms and shower facilities are equitable for both men and women. <div style="text-align: right;">___ Yes ___ No</div>
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Accessibility Tour	58. Locker rooms, changing rooms and shower facilities are located where all students have equal access to them or are duplicated in both the girls' and the boys' locker rooms. <div style="text-align: right;">___ Yes ___ No</div>
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	<p>Comparable Facilities Issues:</p> <p>If the district does not provide changing rooms, showers, and other facilities for students of one sex that are comparable to those provided to students of the other sex or if such facilities have not been adapted or modified to the extent necessary to make the career and technical education program readily accessible to persons with disabilities, the district must provide a plan to address how they will bring the facilities into compliance.</p> <p>Comments:</p>
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	Section V: Services for Students with Disabilities
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Document Review Checklist 1.h.3	<p>Services to Students with Disabilities</p> <p>59. Board policies governing special education speak to issues related to:</p> <p>a. Least restrictive learning environment ___ Yes ___ No</p> <p style="padding-left: 40px;">Board Policy No. _____</p> <p>b. Disproportionate representation of one or more racial / ethnic groups ___ Yes ___ No</p> <p style="padding-left: 40px;">Board Policy No. _____</p>
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Interview	60. Special education staff/administrator(s) review CTE course enrollment data to monitor whether district students with disabilities are over or underrepresented. ___ Yes ___ No
EdInsight Equity Report and Student Information Management System	61. Students are being served in the least restrictive environment appropriate with opportunities to interact with their nondisabled peers. ___ Yes ___ No
Section 504 Procedure Manual	62. Date of the most recent district update of Section 504 procedures. Date: _____
Equity Document Review Checklist 52	63. A review of a random selection of Section 504 plans in place for students indicated that students appear to be receiving Section 504 services as required. ___ Yes ___ No Comments:
Special Education Work Team	64. The suspension/expulsion of special education students is not disproportionate in terms of race/ethnicity identification: a. Race/national origin - suspension/expulsion ___ Yes ___ No If no, the school administration has initiated a review of special education policies and practices to determine if they are contributing to this disparity. ___ Yes ___ No
Interview	65. Actions have been taken by the school district to reinforce collaboration between special education staff and the CTE education staff. ___ Yes ___ No Evidence of this collaboration was visible in the following ways:
Interview	66. There is evidence of communication between the Equity Coordinator, the Section 504 Plan Coordinator, and the special education staff. ___ Yes ___ No

Interview	<p>67. When a special education conference results in a decision not to place a student with a disability in the special education program, the student and his/her family is notified of their rights related to Section 504 / ADA and referred to the Section 504 coordinator.</p> <p style="text-align: right;">___ Yes ___ No</p>
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	<p>Services to Students with Disabilities Issues:</p> <p>Both state and federal law require that certain processes be put into place in regard to students with disabilities. An IEP is to be on file for each eligible student. Due process procedures are to be followed in the identification and placement of students. Services to students with disabilities are to be provided in the least restrictive environment that will meet their individual needs. All students, regardless of disability, must have equal opportunity to benefit from all school programs whether they are academic or co-curricular. It is important that the team explore the ways that the district serves their students with disabilities to ensure that appropriate placement is made based upon student need and not upon the services that the district has in place.</p> <p>Comments:</p>
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	Student Marital or Parental Status and Health Services
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IASB Policy 501.12	<p>68. There is a board policy governing student pregnancy and parental status.</p> <p style="text-align: right;">___ Yes ___ No</p>
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IASB Policy 501.12	<p>69. The board's pregnancy and child-care policy clearly communicates student options and is designed to assist students complete their education and become productive citizens.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Interview	<p>70. In the absence of a board policy on student pregnancy, district practice is consistent with the intent of Title IX.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Interview	<p>71. Policies related to marital or parental status are applied equitably to males and females.</p> <p style="text-align: right;">___ Yes ___ No</p>
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Interview	<p>72. Pregnant or married students have access to all:</p> <p>a. Courses and academic programs <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. Extracurricular programs <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. Awards and scholarships <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>73. Homebound services that are provided for students with medical disabilities are equally available to pregnant students with medical disabilities.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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Interview	<p>74. Student pregnancy and childbirth-related disabilities are treated like any other temporary disability in respect to doctor's statements, makeup of course work, and health services.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	<p>Student Marital or Parental Status and Health Services Issues:</p> <p>If insurance coverage or health services are provided to staff and to students, all must be equitably covered and receive equitable benefits. Both federal and state laws require pregnancy to be treated like other temporary disabilities. The law does permit an agency to offer a benefit or a service that may be used more frequently by one gender, such as gynecological care. In reviewing this area, examine policies and handbooks for wording on pregnancy or marital status. Student and nurse interviews might also be useful for determining compliance in this area. The law also requires that males and females be treated equitably in respect to marital status and expectant parenthood. School officials may require a doctor's certification of the student's ability to participate in school programs only if there is such a requirement for all temporary physical disabilities.</p> <p>Comments:</p>
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	<p style="text-align: center;">Section VI: Financial Assistance</p> <p>This section will look at whether the district administers financial assistance to students, and if so, how.</p>
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Interview	<p>75. Does the district award financial assistance in the form of loans, grants, scholarships, special funds, subsidies, compensation for work, or prizes to career and technical education students on the basis of race, color, national origin, sex or disability except to overcome the effects of past discrimination?</p> <p>___ Yes ___ No</p>
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Interview	<p>76. If yes, are materials and information used to notify students of opportunities for financial assistance free of language or examples that would lead applicants to believe the assistance is provided on a discriminatory basis?</p> <p>___ Yes ___ No</p>
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Interview	<p>77. If the district's service area contains a community of national origin minority persons with limited English language skills, is financial assistance information disseminated to that community in its language?</p> <p>___ Yes ___ No</p>
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	<p>Section VII: Work Study, Cooperative Programs, and Job Placement</p> <p>This section addresses the requirement that school districts insure that (a) it does not discriminate against its students on the basis of race, color, national origin, sex, or disability in making available opportunities in cooperative education, work study, and job placement programs and (b) students participating in such programs are not discriminated against by employers or prospective employers on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment to work tasks, hours of employments, levels of responsibility and in pay.</p>
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	Workplace Learning Programs
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Equity Document Review Checklist 49	<p>78. The district provides the following workplace-based learning programs:</p>
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Equity Document Review Checklist 49	79. There is a written agreement between the school and the training station covering the details of the educational component that occurs in the job setting. ____ Yes ____ No
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Equity Document Review Checklist 49	80. This written agreement includes an assurance of non-discrimination that is aligned with the district's non-discrimination policy and is signed by a workplace representative, the student, and the district representative. ____ Yes ____ No
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Interview	81. The students enrolled in workplace learning programs reflect the demographics of the school district in terms of: a. Gender ____ Yes ____ No b. Race and national origin ____ Yes ____ No c. Disability ____ Yes ____ No
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Interview	82. A review of job assignments indicates that males and females are placed in jobs that are both traditional and non-traditional for their gender. ____ Yes ____ No
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	<p>Workplace Learning Programs Issues:</p> <p>A district not only has the responsibility to provide its services in a non-discriminatory manner, but it also has the responsibility to help ensure that unions and private businesses with which they place students do not discriminate. Assignments cannot be made or withheld in such programs simply because of the race, color, national origin, sex or disability of the student. It is also illegal to cooperate with a business or agency that requests students on the basis of race or gender or national origin. When a district has agreements, the cooperative agency must indicate that it will not discriminate and that it understands that the district will not work with any business or industry that does.</p> <p>Comments:</p>
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Section VIII: Employment

This section involves the employment side of Title IX, the Civil Rights Act and the Guidelines of 1979 for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap.

Equity Document Review Checklist 48	83. Job descriptions have been developed for all major job categories and they are current. ___ Yes ___ No
Interviews	84. All job vacancies are publicly advertised both outside and inside the educational agency. a. Outside ___ Yes ___ No b. Inside ___ Yes ___ No If no, please comment:
Teach Iowa	85. Employment application forms include a statement of non-discrimination, which includes notice about the grievance procedure and the identity of the equity coordinator. ___ Yes ___ No
Teach Iowa	86. Employment application forms are free of illegal inquiries related to race, national origin, age, gender, religion, disability, and marital status. ___ Yes ___ No
District Website and Interview	87. Notice of job openings and application forms are available on the district website. ___ Yes ___ No
Interview	88. Job applications can be submitted online. ___ Yes ___ No
Interview	89. A structured process exists that sets guidelines for selecting and interviewing applications for employment. ___ Yes ___ No

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Interview	<p>90. Multiple individuals or groups interview applicants and there are affirmative efforts to include both males and females, persons from diverse racial / ethnic groups, and persons with disabilities on interview teams.</p> <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, please describe:</p>
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Interview	<p>91. Visible efforts are taken to avoid illegal inquiries in the interview process.</p> <p style="text-align: right;">___ Yes ___ No</p> <p>If yes, please describe:</p>
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Interview	<p>92. There is a document that describes the recruitment and employment process in writing to help ensure consistency and fairness.</p> <p style="text-align: right;">___ Yes ___ No</p>
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	<p>Employment Issues:</p> <p>Employment / personnel policies, practices, and materials are to be free of stereotyping and bias on the basis of race, color, national origin, sex, disability, age, religion, creed, sexual orientation, and gender identity. Race, color, national origin, sex, disability and age are not to be factors in employment decisions unless they are used for affirmative action purposes. Employment forms are not to ask questions about race, color, national origin, sex, disability, age, religion, creed, sexual orientation, and gender identity.</p> <p>Simply by content or language, job descriptions cannot indicate that certain positions are for men and others for women. Teaching or staff assignments are not to be made on the basis of sex, race, color, national origin, or disability. Recruitment efforts and strategies should not block access to jobs for any group.</p> <p>Notification of the district's policy on non-discrimination is to be given to all potential employees.</p> <p>Comments:</p>
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	Advisory Councils / Committees
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Document Review Checklist 20.b	<p>93. Career and Technical Education (CTE) Council and Advisory Committees (or subcommittees of SIAC):</p> <p>a. The district has an active CTE advisory council or active advisory committee for each of their vocational programs.</p> <p>1. Vocational advisory council <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>2. Vocational advisory committee <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>3. Both a council and individual program committees <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>b. A list of the council and/or committee members was available for review. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>c. There is gender balance on the council and on each committee. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, which committees / council lacked such balance and what strategies has the district employed to broaden the representation?</p> <p>d. Persons from diverse racial / ethnic groups are represented on the council / committees. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, which committees / council lack such diversity and what strategies has the district employed to broaden the representation??</p> <p>e. Persons with disabilities are represented on the committees / council. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If no, which committee / council lacked this representation and what strategies has the district employed to broaden the representation?</p> <p>f. Agendas and minutes of meetings are on file. <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>g. The committees / council meet more than once each year. <input type="checkbox"/> Yes <input type="checkbox"/> No</p>
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	<p>Advisory Councils/Committees Issues:</p> <p>On educational equity reviews, team members examine the makeup and activities of advisory councils / committees established by the district. Emphasis is to be placed on the SIAC, vocational advisory committees, and the equity committee, if one exists. Advisory committees established by educational agencies should represent as broad a spectrum of the community as possible.</p>
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	<p>Federal and state legislation and administrative rules require that agencies have gender balance and representation from diverse groups on their vocational councils / committees. It is possible for all committees to have a fair balance of males and females. This does not require a 50-50 balance, but a fair balance does not stray significantly from that. Where one or more minority students are enrolled in the program or if there are a significant number of minority adults in the area, good faith efforts must be made to get representatives from those groups on the committees or councils. Although vocational law does not require representation of persons with disabilities on committees, it is encouraged.</p> <p>Research indicates that active, effective advisory committees have well-planned agendas and keep minutes of past meetings on file. To be considered minimally active, a committee must meet at least one time per year. Ideally, committees should meet more frequently, such as biannually or quarterly. Please investigate the extent of the committee's activities by interviewing the committee members, checking for members' awareness of equity issues, reviewing committee activities, and reviewing agendas and/or minutes of committee meetings.</p> <p>Comments:</p>
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